

Literacy Links

Volume VI, Issue 8

March 2006

Coming Events:

- ELA Best Practice Seminar Series, Chryse Hutchins March 2, 2006
- English I Curriculum Resource Follow Up March 3, 2006—CANCELED
- ELA Best Practice Seminar Series, Jim Trelease March 6, 2006
- ELA Best Practice Seminar Series, Lester Laminack March 20 and 21, 2006

For information about these programs, please refer to the articles in this issue of *Literacy Links*. This issue and past issues of *Literacy Links* can be found on the State Department's web page at www.myschools.com.

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2002 ELA Standards Up for Revision

The *South Carolina English Language Arts Curriculum Standards 2002* will be reviewed and revised beginning in March.

A group of individuals will meet on March 8 and 9 to make suggestions for revision to the current document. These suggestions, along with recommendations from other groups of parents, community members, special educators, and outside entities, will be used by a standards writing team to revise the

2002 standards. The revised standards, to be called English Language Arts Academic Standards, are scheduled to be approved by the State Board of Education in early 2007. Updated information regarding the process and its progression will be included in future issues of *Literacy Links*.

Should you have questions regarding this information, contact Cathy Jones at cjones@sde.state.sc.us or 803-734-0790.

Teams Begin Writing Teaching Modules for All Grades

During the fall semester, professional development sessions were offered for teachers to learn more about the ELA standards support documents. One part of that professional development included sample teaching modules for grades two, five, eight, and English 2. Because of the overwhelming response to these thematic modules, module writing teams were formed to create sample modules for every grade level.

These groups of teachers and administrators at the elementary, middle, and high school levels met on February 21, to begin developing additional thematic modules. At least one module for each grade level will be created. Modules will be posted to the State Department web page by mid July.

The English Language Arts Best Practice Seminar Series for this year will conclude in April. Due to the overwhelming response to the series, the remaining sessions are full.

Please refer to future issues of *Literacy Links* for information regarding 2006-2007 seminars.

Janet Allen Returns in April and May for English 1 Sessions

The ELA team at the State Department of Education is offering two follow up sessions during the spring semester of 2006 for the English 1 curriculum resource. These sessions are open to teachers and administrators who attended one of the original English 1 unveiling institutes in June or October of 2004.

These sessions will re-visit the six original modules. Because changes in content and organization have been made as teachers have used the resources, these modules have been revised.

The follow-up session scheduled for April 18, 2006, will be held as planned and a session for May 11 has been added. All sessions will be held at the Columbia Conference Center. There is no charge for these sessions. Registration information is attached to this newsletter.

Dr. Janet Allen will return to lead these day-long sessions, which begin at 9:30 a.m.

and conclude at 3:30 p.m. Lunch is provided.

The March session will explore three modules including *Whose Rights? What Responsibilities?* that uses *Nothing But the Truth* as the core text; *Ill-Fated Love*, the *Romeo and Juliet* module; and *Get Real*, the informational module that uses *It Happened to Nancy* as the core text. Please make sure you have re-read the core texts and literature circle texts for these modules prior to the session. The literature circle texts for *Ill-Fated Love* are *Romiette and Julio*, *Son of the Mob*, *Scribbler of Dreams*, and *If You Come Softly*. You will also want to bring your English 1 notebook. A new guide for these two modules will be provided.

Please register by the deadline if you are interested in attending these sessions so that materials and food guarantees can be made. Space is still available for the remaining sessions. No onsite registration is available.

A new institute for both English 1 and English 2 teachers and administrators and will be held at Brookland-Cayce High School, on June 5-8, 2006. More information will follow.

This four-day institute will begin each day with a keynote address from Dr. Allen. A variety of strategy sessions, focusing specifically on the strategies used in the curriculum resources will follow. During this institute, the sixteen modules (eight for English 1 and eight for English 2) will be presented. This institute is also offered at no cost to the participant.

For information about these resources for English 1 and English 2, contact Allison Norwood at 803-734-2469 or anorwood@sde.state.sc.us. For registration information, contact Judy Redman at jredman@comporium.net.

ELA AP Institutes Offered

The State Department of Education will sponsor Advanced Placement (AP) institutes during the summer of 2006.

The courses, dates, and contact information are listed below. If you have any general questions about AP courses, please contact Marc Drews at mdrews@sde.state.sc.us.

English Language and Composition

Lexington Five

June 14-26, 2006

Patsy Grimes, pgrimes@lex5.k12.sc.us

803-732-8012, extension 170

English Literature and Composition

USC-Aiken,

June 2006 (specific dates TBA)

Dr. Suzanne Ozment, Instructor

Karen Morris, contact, karenm@usca.edu

803-641-3489

English Literature and Composition

Clemson

July 10-15, 2006, Monday through Saturday

Dr. Michelle H. Martin, mmichel@clemson.edu

864-656-3193

Once a teacher completes the coursework, he or she may request that the AP endorsement is placed on his or her teaching certificate. This process is also outlined on the Advanced Placement page.

SC Young Writers' Conference

The South Carolina Young Writers' Conference will be held on March 25, 2006, at Ballentine Elementary School in Irmo. The Young Writers' Conference is designed for students in grades 3-12.

This year's featured authors are Anthony D. Fredericks, Bruce Hiscock, Will Hobbs, Sam Swope, Split P Poetry Group, and Carole Boston Weatherford. During the conference, authors will work with groups of students and talk about the writing process. The authors' books will be on sale at the conference and the authors will be available for autographing.

Conference information has been sent to all districts stating that preregistration is the responsibility of the district and is required for all students. District allotment information was also provided.

If a district would like to send additional students, e-mail Judy Redman at jredman@comporium.net. Some school districts may not use their quota, and those spaces will be redistributed.

The deadline for submitting names of students was February 28, 2006., but there is space available if you have not registered your students. Please contact Judy Redman about registering.

If you have any questions about the conference, please contact Caroline Savage at 803-734-4770 or csavage@sde.state.sc.us.

Teacher Workshops Offer a Variety of Topics

Upstate Writing Project

The Upstate Writing Project's spring writing conference "Writing Under the Influence" features Lester Laminack.

This one day event will be Saturday, March 11, 2006, at The University Center in Greenville.

Lester will present for middle and high school teachers during the morning session and elementary teachers in the afternoon session. The conference is 9:00 a.m. to 3:00 p.m. Registration is \$50 and includes continental breakfast and lunch.

In addition to hearing Lester, teachers will have the opportunity to visit with vendors and attend break out sessions led by Upstate Writing Project teacher consultants.

For more information, contact Rebecca Kaminski, Director of the Upstate Writing Project at krebcc@clermson.edu or 864-250-6712.

Center of Excellence for Adolescent Literacy and Learning

The Center of Excellence for Adolescent Literacy and Learning is accepting applications for its weekend workshops. The deadline for applications is July 1, 2006.

The goal of the South Carolina Center of Excellence for Adolescent Literacy and Learning is to build capacity to improve

students' learning and achievement in schools and districts. This goal will be met through the development of Teaching Consultants in the content areas of English language arts, mathematics, science, and social studies.

Content area teachers who wish to become Teaching Consultants participate in a series of six weekend workshops, three in the fall and three in the spring, designed to acquaint the teachers with the research and theory base for literacy across the curriculum and to provide them with learning experiences using critical thinking and content area reading strategies.

Workshops for 2006 and 2007 will meet on the following dates.

- August 25-26, 2006
- October 6-7, 2006
- December 8-9, 2006
- January 19-20, 2007
- February 9-10, 2007
- March 9-10, 2007

Applications and additional information are available at www.clemson.edu/ceall.

Writing Across the Curriculum

The eighth International Writing Across the Curriculum (WAC) conference is May 18-20, 2006. WAC conference program

highlights include presentations from participants in writing centers, fellows programs, and WAC programs, as well as presentations on writing across and in disciplines (sciences, engineering, nursing, first year composition). Anne Herrington and Charles Moran will keynote.

Friday, May 19, the program will feature presentations by and about secondary school educators. Pam Childers and Donna Miller will present "Different Perspectives for Integrating Writing in Middle and Secondary School Science." Gerd Braeuer and Dilek Tokay will present "Effective Dialogues and Encouragement for WIC/WAC Issues and Centers for Excellence at High Schools." Also, Janet Atkins, Dixie Goswami, Roger Dixon, and Carolyn Benson will present "Writing to Make a Difference Across the Disciplines."

The registration fee is \$290; a special one-day registration fee for Friday's offerings is \$130. The one-day registration fee still includes all conference materials, breakfast, lunch, dinner, two coffee breaks, and entertainment.

To register and for more information, visit <http://www.clemson.edu/caah/Pearce/wac2006>. The conference planners can be contacted wac2006-L@clemson.edu or 864.656.3062.

Free Books and Matching Book Grants Available for Classroom Teachers

Literacy Empowerment Foundation

The Literacy Empowerment Foundation (LEF) has increased the size of the matching grants available to \$8,000 per school. A school can now order \$16,000 worth of books and pay only \$8,000.

The Matching Book Grant Program offers Guided Reading and Independent Reading collections. Guided Reading Collections consist of six copies each of eighteen titles. Independent Reading Collections consist of one copy each of 108 titles. With each set of collections purchased at the regular price, an additional set of books will be included.

Orders must be received by April 30, 2006. Information and order forms are available at <http://lefbooks.org>.

Wilbooks

Wilbooks is proud to present "Free Books About Your State." As an ongoing effort to bring books to children all across the country, Bruce Larkin is pleased to offer free books that are specific to the children's state. Children in fifty states will become more excited about reading as they learn about their home state.

These free books are available at www.wilbooks.com.

The formal review process for the newly created English Language Arts Support Documents will be conducted April 3 - May 5. Specific information regarding the submission of comments will be included in the April issue of *Literacy Links*.

Making Media Literacy a Part of the ELA Classroom

By Frank Baker
Media Educator

Using Photographs in the ELA Classroom

If you are new to media literacy, you may wish to start with photography. Most students have been photographed, others will already be proficient with digital images. Whatever their experience level, photography is a favorite. What many of us don't appreciate is that there is a language to photography. (See "Reading Photographs" for more information: <http://www.learnnc.org/articles/vlphoto0602-1>) The person taking the picture decides how to frame the subject, where to stand, and whether to zoom in. The person processing or producing the image has various tools in which to crop it or otherwise alter it. Here is a recommendation: ask your students to bring in a favorite photograph, or you can choose photos from a favorite book. Some of my favorite books are the LIFE magazine series and the Pulitzer Prize winning photograph series. (Ask your school library media specialist if he/she has any of these books.) Before having your students analyze their photographs, you could have a discussion about the camera: how it works, manipulation of buttons, production of images. Older students can discuss the difference between film and digital formats. (If possible, you might want to acquire simple "point and shoot" cameras with fixed lens and have your students create their own photographs for later analysis.) You might also want to showcase (for example on a bulletin board) photos from the morning's newspaper or from magazines. There are plenty of examples of close-ups, wide shots, low and high angles. Next, you might want to introduce a series of questions for your students to use for their deconstruction and analysis. The following questions are derived from the teacher guide to Literacy Through Photography and are posted on my website: http://medialit.med.sc.edu/questioning_photos.htm.

- What is happening in the picture?
- How is the person feeling?
- What is in the background?
- What does a person's expression reveal?
- What do you know about the pic-

ture; what don't you know; what would you like to know?

Using the questions as a handout, students can work individually or in groups discussing their photos. They can share their answers in class or as part of a writing assignment. Older students can be introduced to the "digital manipulation of images" and the ethical consequences of such images in media. Examples of altered images can be found on Frank Baker's web page, "Is Seeing Believing?" at <http://medialit.med.sc.edu/isb.htm>. For more background information on the language of photography, see the specially produced webpage for the State Department of Education at <http://medialit.med.sc.edu/elahandouts.htm>.

Using Technology to Help Teach Reading

Technology promised to play a crucial role in helping adolescents cope with reading and writing deficits, while the same time teaching digital literacy—an essential skill in the world beyond school. Learn how educators and researchers are using new technologies to support beginning and struggling readers and to introduce students to new forms in literacy in "Tech Teaches," one of several articles in the February issue of *Edutopia* magazine on adolescent literacy. It's online now at http://www.edutopia.org/magazine/edlarticle.php?id=Art_1449&issue=feb_06.

New Exam Aims to Measure "Tech Literacy"

When it comes to downloading music and instant messaging, today's students are plenty tech-savvy. But that doesn't mean they know how to make good use of the endless stream of information that computers put at their fingertips. Educators and employers call those skills "technology literacy," and while everyone agrees it's important to have, it also is difficult to measure. Now a test that some high school students will begin taking this year, the Information and Communication Technology (ITC) Literacy Assessment, could help. <http://business.bostonherald.com/technologyNews/view.bg?articleid=124321>

With the Partnership for 21st Century

Skills, National Council for Teachers of English members wrote standards to illustrate how teachers can develop English lessons that combine learning skills, such as thinking and problem solving, with 21st Century tools, such as the Internet and multi-media production tools. See the English ICT Literacy Map at http://www.21stcenturyskills.org/Matrices/ICTmap_english.pdf

Preview: Analyze This, New Media Literacy Video

Temple University professor and media educator Renee Hobbs is featured in a new video: *Analyze This: Media in the Message*. The video showcases teachers learning how to integrate media literacy in to instruction. Teachers can read an interview with Hobbs about media literacy here: <http://www.voicesofhope.tv/Hobbs.html> and watch the trailer for the video here: http://voicesofhope.tv/medialit_hispeed.html.

New Book on Beauty Examines Media Influences

All Made Up: A Girl's Guide to Seeing Through Celebrity Hype and Celebrating Real Beauty (Walker and Company, May 2006) by Audrey Brashich explores popular definitions of female success and beauty, demystifies confusing media messages, and offers teens strategies for making changes. It gets girls thinking about which women are most frequently celebrated in the media and why—and highlights real role models plus alternative media sources. There's more information about the book here: <http://www.audreybrashich.com/book.htm>. This site includes the Black Talk Blog, a community for teen readers of *All Made Up* to post their own thoughts and reflections as they come to end of every chapter, and Audrey's Blog, which has random musings about pop culture, celebrity hype, girl culture, and more.

Teaching Media Education with the Web

Teaching Media With the Web is the name of a new book (Teachers College Press, Spring 2006) by Rich Beach, a professor at UCLA. A companion web site has also just been unveiled: <http://www.tc.umn.edu/~rbeach/linksteachingmedia/index.htm>.

Reading Recovery Teachers Share Stories

Editor's Note: This issue of Literacy Links shines the light on the Reading Recovery Teachers and Teacher Leaders. We hope you enjoy reading their stories of training a deaf Reading Recovery teacher, a day in the life of a Reading Recovery teacher, and a touching story of a young Reading Recovery student.

From Out of the Blue

by Neely Kelly, Reading Recovery Teacher Leader
Union County Schools

Opportunities, both good and bad, sometimes drop in out of the blue. That is how this unique opportunity came about. Last July I discovered that I would be training a Reading Recovery teacher for the South Carolina School for the Deaf and Blind. The next discovery was that one of the teachers I would be training is deaf, so I would be working with interpreters during training classes, behind the glass sessions, and on school visits.

I had doubts as to whether or not I was suitable for the task ahead, but decided that this would be a wonderful learning experience for me as well as the other teachers in the training class. What I didn't realize was what a powerful learning experience it would be for all of us, including the interpreters, who have become as much of a part of our class as the teachers in training. I knew that there would be many challenges ahead, but I also knew that I would have the support of Dr. Susan Fullerton, the Reading Recovery Trainer at the training center at Clemson University, and her experience working with deaf children as a wonderful resource. With that understanding, I began to prepare for Observation Survey (OS) training.

The first challenge came when I was contacted by the Clemson office that would be providing the interpreters for the class. Imagine trying to explain the type of class sessions and "behind the glass" sessions to someone who is used to providing interpreters for mostly lecture classes. Finally, it was determined that two interpreters would be needed because the nature of the training would be tiring and they would need to use a tag team approach. The first day of OS training began with the interpreters coming in and explaining where they would need to be located in the room. I jokingly told them that they would know as much about running records by the end of the first day as the teachers in training would learn. The interpreters' learning was very apparent when I was teaching how to score the running record. I asked the class what it is called when a child "fixes an error." The interpreter blurted out, "a self correction." Then she looked at me and said, "Oh, I wasn't supposed to say that!" It provided all of us with a good laugh and proved that my earlier comment was correct.

Dr. Fullerton and I went on the first school visit together. We watched a lesson and Dr. Fullerton served as both interpreter

and demonstrator of the differences in the lesson procedures for the teachers in training and me. I was amazed to realize that the child we were observing had not only letter confusions, but also sign confusions for the same letters. I think that this is when I realized what a wonderful and unique experience I was in for this year.

Since then, we have seen two lessons behind the glass with deaf children. The other teachers in training have also been amazed at what they have observed. During a behind the glass session, both interpreters sit on our side of the glass and one interprets for the child while the other interprets for the teacher. I have learned that "silence is louder than words" because the silence of the lesson makes for powerful observations. It is awesome to watch these children read. We saw the fluency of their reading in the smooth, quick signing of the text. Their monitoring is visible in their physical reaction to the text as they sign "no," and then go back and re-read. On a recent school visit I was amazed that deaf children have some similar, yet very different, behaviors when they come to unknown words in the books. Sometimes we have hearing children who will begin to "sound out" when they come to an unknown word or just not go on, but deaf children have another avoidance behavior. Instead of trying to think what would make sense, they spell the word, letter by letter, in sign language and go on, still not having problem solved the word. I almost began to chuckle as the child I was watching would look up at the teacher when she came to a word she didn't know and began to sign the letters as the teacher prompted for meaning. It is truly a strong skill that blocks learning for these children.

While this experience has been challenging, it has also been very rewarding. I now know a little more than I did about Reading Recovery with deaf children and about working with interpreters in a training class, but one of my most powerful learning experiences came from the father of one of the children. The father wanted to watch his child's lesson behind the glass. He heard us discuss the wonderful strategic processing that his child was doing as he read and he heard us talk about how fluent he was with his reading. I saw this father beaming with pride for his son. It brought home the realization of the importance of making sure that Reading Recovery is available for the hardest to teach children and that we make certain children are not excluded from being selected for reasons of language issues, attendance, parental support, or other reasons. If we do exclude children, then we have robbed them of the opportunity of learning to read, which is a right, not a privilege.

A Day in the Life of a Reading Recovery Teacher in Training

*collaboratively written by Cheryl Burkett, Shawnta Davis, Nancy Graham, Cynthia Haigler, Jennifer McGee, and DJ Wilson
Columbia Area Reading Recovery Training Class
Cathy Chaney and Margaret La Force,
Reading Recovery Teacher Leaders*

When I applied to teach Reading Recovery last May, I pictured teaching students to read in a relaxed atmosphere, dealing with fewer student behavior issues, and having time to visit the adult restroom. I'm on my fourth "official" schedule this year. I keep trying different schedules hoping to get the right one—the one that will allow me time to visit the adult restroom and still teach four Reading Recovery students and three small groups. With that in mind, here's a typical day for a Reading Recovery teacher.

While preparing lessons for the day, a concerned parent calls. My newest Reading Recovery child's parent is concerned that her child will be missing too much instruction in the classroom when he is pulled out for Reading Recovery. I explain to her that her child will read at least four books, write a story, and learn how words work while reading and writing authentic stories. He will receive one-on-one instruction in reading and writing on his instructional level at a pace that will allow him to accelerate his learning. She agrees to give Reading Recovery a try.

My first Reading Recovery student, Anna, is a delightful child who has learned to love reading and writing over the last fifteen weeks. When she began her series of lessons, she thought that reading was about remembering the words. She would frequently say, "I can't remember that word." Once she began to think about reading as getting meaning from the text and learned how words work, she moved quickly through the book levels. She is now an independent problem solver as she reads and writes. I will soon discontinue her lessons and begin with another student.

Jermaine, my second Reading Recovery student, began Reading Recovery lessons with a minimal knowledge of letters and words. He had no idea how words worked and did not write any words in the initial assessment. This is my training year and I wondered how I could teach the child enough about literacy in just fifteen to twenty weeks to enable him to read and write within the average band of his class. He made little progress for many weeks, but in his tenth week, he began to read and write more fluently. The daily, intensive, 30-minute lessons began to pay off. He will receive another five weeks of Reading Recovery instruction, and I expect him to be successful in his classroom as a result of the intensive Reading Recovery instruction.

Tom is my newest Reading Recovery student. It was his parent I spoke with earlier in the morning. I asked him about the book he took home last night to read to his parents. He said, "I read it from the last page to the first page." I explained to him that reading is about understanding the story and the story would not make sense if he read it starting at the back. I told him that we would be reading the books from first page to last page in our lessons. Later, after he went back to his classroom, I tried read-

ing his book from back to front. You know—he was right. It does make sense.

And then along comes Jake. I know that some students are harder to teach, but I never imagined that I would be responsible for teaching a student who argued with me about everything in the lesson. Jake makes it difficult for me to teach him when he makes comments like, "I just read that page. I read it right. Why do you want me to read that again? I'm not reading it again." He tests my patience at every teaching move. I decide to videotape him today so I can share my teaching with my colleagues and ask for suggestions about what I can do to teach Jake more effectively. A million questions surface as I begin to videotape. Will my colleagues think my book orientation is supportive enough? What will they think about my choice of teaching points for him? I know Reading Recovery is about reflective and responsive teaching, but opening up myself through a videotape of my teaching is difficult. However, I know that my colleagues will help me consider alternative teaching moves that will help this child learn. I'll have to put my concerns aside for the sake of the child.

I scored and briefly analyzed my students' running records as they left my classroom. During my planning time, I must spend time deeply thinking about what each child needs to learn to move him forward in literacy. I look back to my lesson records and running records on each child to choose a book for the next day. Each child has different needs and I will choose the best book for that child at this point in his/her Reading Recovery lessons. I sometimes have to look at ten or more books before I can make the right choice. In the classroom, I worried about having "just right" books for children to select, but now I must choose "just the right book" for each student. I spend 20 to 30 minutes planning each child's lesson for the next day.

After lunch and planning time, I begin my three early literacy groups. This year I will teach more than twenty students in literacy groups, in addition to my eight to ten Reading Recovery students. I spend the next two hours teaching small literacy groups using the same structures as classroom teachers: shared reading and writing, individual reading and writing, interactive writing, guided reading, and structures to learn how words work. Some of the students need more intensive instruction and will be considered for Reading Recovery over the next several weeks,

I have to leave school a little early today to be at my weekly Reading Recovery training. Today will be my first session teaching a student behind the glass. My colleagues will watch me teach Anna through a one-way mirror and discuss her learning and strategic activities. "Hello, honey," I say very sweetly to Anna, while in my head I'm thinking, "You better not let me down." It was a wonderful lesson and I was truly touched when she wrote, "You made me love to read."

Anna's story was a wonderful ending to a long day. I know I have a great deal more to learn about teaching students to read and write, but I also know I will get support from my teacher leaders as well as my colleagues as I continue my journey. I know that I will always be a learner as well as a teacher, that the pace of Reading Recovery lessons is anything but relaxing, that I will always have students with behavior issues, I will still have to teach them to read, and I will have time to visit the adult restroom only on teacher work days.

Carlos, A Wonder

*submitted by Debbie Andrews,
Reading Recovery Teacher Leader*

This is a true story written by a Reading Recovery teacher in Debbie's district.

Carlos came to first grade as a seven year old unable to speak English. Spanish is his native language and the language spoken in the home. Though his mother speaks and understands English very well, she does not speak English to Carlos or his third grade sister. Their father speaks only Spanish and understands very little English.

I became interested in Carlos' plight as I watched him within his classroom setting. Day after day, I saw him crying. I tried to imagine what it would be like to be in a classroom full of children and not understand a word said.

At the beginning of the year, my colleague and I were unable to test Carlos because of his inability to speak or understand English. We began literacy groups in September, and as I worked with the lower group in his classroom, I began noticing Carlos' growth with our language. I was curious as to how he was going to learn to speak English, much less learn to read. I had many conversations with the ESOL teacher who came to school once or twice a week to work with Carlos, his sister, and another little girl. I remember asking her how she communicates with Carlos. "Total English immersion," was her reply. I could not believe that this would work. I thought she probably would use picture cards with the words shown in Spanish or English. I thought Carlos would learn to read the English word for the Spanish word. But then I was surprised to learn that Carlos never learned to read in Spanish. He'd never even been to school in El Salvador. No preschool, no five year old kindergarten, just straight to first grade at the age of seven. No wonder he cried every day. I really wanted to help him; I want to teach him to read. I want him in Reading Recovery.

During literacy group, I marveled as Carlos began imitating the other children's beginning reading skills. He looked at the pictures; he pointed under the words; he repeated aloud what I read. Occasionally he would look at a picture and excitedly say the Spanish word for it. The other children would simply tell me that Carlos speaks Spanish—as if I didn't already know that.

I thought to myself many times about how children learn to talk. As babies, they begin by mimicking sounds and as they grow, language becomes a mixture of what is heard and then imitated. Then, how do children learn to read? The same way! And what better model than Reading Recovery? I began taking Carlos to my room to work with him every spare moment I had. Though he was not a Reading Recovery student at that time, I began a very informal "Roaming Around the Known" with him and allowed him to take books home to read. I observed him as he would write the alphabet, say the letters, sing the ABC song, point to things and name their color. Everything that he was learning to do was evidence of the cumulative efforts of his class-

room teacher, the ESOL teacher, and me, as his literacy group teacher. His whole personality began to change. He smiled a lot and hugged me whenever he would see me during the day. A whole new world was beginning to unfold for him, as he was eager to learn everything.

When tested in January, Carlos scored 52 on Letter ID, 3 on Word Test, 7 on CAO, 16 on Writing Vocabulary, 9 on Hearing and Recording Sounds in Words, and Level B on Text Reading. He became a Reading Recovery student and continued to make much progress. By the end of his program, he had 94 words on his writing vocabulary chart and was reading Level 10 books fairly independently. Though he did not discontinue, he had already exceeded all of my expectations. His English was steadily improving and he was reading!

Over the summer, Carlos' family moved across town, so he attended a different school. I was able to keep track of his progress through his teacher and occasional phone calls to his mother. When I e-mailed the secretary at his school this year to find out who was his new teacher, I was heartbroken to hear that he and his family had moved to another state. All I could think about was the picture I had for Carlos of Scooby Doo and me. He loves Scooby Doo, so while my family and I were at a Braves' game, Scooby was there and I had my picture taken with him with the intention of giving the picture to Carlos. I felt so sad because I did not get to say good-bye to him before he moved.

Recently my small town held it's annual October festival. I was walking, looking at different things, and not really paying attention to where I was going when I bumped into someone. What a joyous thing to look and see the face of Carlos! I was happy to see him, and he was happy to see me. I talked with his mother and asked her if I could take Carlos to my house for a little while because I had some things for him. Once we got to my house, I gave him the Scooby Doo picture, along with some other things I had for him and his sister. Then I thought of a book that I had just purchased the day before, *Room for a Little One*, by Martin Waddell. At that time, I had no particular reason for buying the book except that I loved the illustrations. Now I knew the reason for buying it—so I could give to Carlos and receive one of the greatest blessings in my life. As I began to read to him, he eagerly pulled my hand away and said, "I can read it!" I must admit that I thought the book would be too difficult for him, but I said, "Okay, Carlos. You can read to me." He began to read and I began to cry, for his English was almost perfect, his reading was expressive and fluent. It was as if he'd read that very book a thousand times. He saw my tears and touched my hand, saying, "Ah...don't cry." He was so sweet and tenderhearted, how could I not cry? I was blessed to have been a part of this little boy's life. He was so excited when I told him that I wanted him to keep the book. I hugged him and told him that I loved him. He smiled and said, "I love you too."

I returned Carlos to his mother and after exchanging cell phone numbers, we agreed to keep in touch. I felt good inside and I felt good about Carlos and the progress that he made. I know he's a trooper and that he'll make it.

ENGLISH LANGUAGE
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The Office of Curriculum and Standards provides statewide leadership and services to schools and districts to ensure the implementation of grade-level standards-based instruction for all students.

We accomplish this by:

- developing and revising academic standards and expanding support materials;
- promoting the use of effective evidence-based instructional practices by schools and districts; and
- facilitating the implementation of programs, projects, grants, and activities that support standards-based instruction

State Department of Education Events

March

Women's History Month
Irish American Heritage
Month

- 1-3 SC Association of School Librarians Conference, North Charleston
- 2 ELA Best Practice Seminar, Columbia
- 3-5 SC Middle School Association Conference, Myrtle Beach
- 6 ELA Best Practice Seminar, Columbia
- 18 South Carolina Day
- 20 ELA Best Practice Seminar, Columbia
- 21 ELA Best Practice Seminar, Columbia
- 31 Global Education Day

April

- 4 ELA Best Practice Seminar, Columbia
- 16 ELA Best Practice Seminar, Columbia
- 21 2006-07 EIA Teacher/Unit Grants Due



English
Language Arts Team

English Language Arts Team

**Office of Curriculum and Standards
Division of Curriculum Services and Assessment
State Department of Education**

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Registration Form
Framing Best Practice:
English 1 Curriculum and Instruction

Four English I Curriculum Resource Follow Up Sessions

This professional development is for English 1 teachers and school and district curriculum leaders who attended one of the initial English 1 two-day sessions.

Instructions: To register for these sessions, please complete this form and mail or e-mail it to Judy Redman at Post Office Box 10101, Rock Hill, South Carolina 29731. *Please indicate the session(s) you will attend by placing an X in the column beside the date(s) of the session(s) you wish to attend.* A confirmation e-mail will be sent to registrants with directions and details for the institute. Unless you receive a confirmation, do not consider yourself registered. **If you have any questions concerning your registration, please contact Judy Redman at jredman@comporium.net. If you have any questions concerning these sessions, contact Allison Norwood at 803-734-2469 or anorwood@sde.state.sc.us.**

Registration	Session	Registration Deadline	Location
	April 18, 2006 Revisit Modules	April 3, 2006	Columbia Conference Center
	May 11, 2006 Revisit Modules	May 1, 2006	Columbia Conference Center

Name _____

Position _____

District _____ School _____

Street Address _____

City _____ State _____ Zip Code _____

Telephone (_____) _____ Fax(_____) _____

School E-mail _____

Home Street Address _____

City _____ State _____ Zip Code _____

Telephone (_____) _____ Fax(_____) _____

Home E-mail _____